DOCUMENT RESUME

ED 430 655 JC 990 343

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TITLE	Recommendations of the Chancellor to the Alabama State Board of Education for Implementation of the Report of the Task Force for Effectiveness Planning in Postsecondary Education.
INSTITUTION	Alabama State Dept. of Postsecondary Education, Montgomery.
PUB DATE	1999-05-27
NOTE	42p.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Community Colleges; Decentralization; *Economic Development; *Educational Planning; Educational Resources; Employment; *Governance; Instructional Effectiveness; Labor Force Development; Partnerships in Education; *Technical Institutes; Two Year Colleges
IDENTIFIERS	*Alabama

ABSTRACT

This report describes the 10 recommendations made by the Task Force for Effectiveness Planning in Postsecondary Education that were adopted by the Alabama State Board of Education in May 1999. Each recommendation in the report is accompanied by a rationale, implementation strategies, and legal/fiscal considerations to be taken into account. The 10 recommendations to be executed by the State Board of Education are to: (1) develop and execute a plan whereby every postsecondary two-year institution will become either a comprehensive community college, a branch of such a college, or close; (2) organize community colleges under eight college regions in order to enhance the cost effectiveness, capacity, flexibility, and responsiveness of the system; (3) establish regional workforce development boards to provide for regional planning and oversight of community college technical training resources and to create a direct link with local workforce and economic development requirements; (4) work with regional boards to ensure that workforce training is focused on statewide priorities and is responsive to local employer needs; (5) designate authority over the Alabama Community College System to the State Board of Education; (6) organize quality literacy training; (7) establish and oversee workforce development programs; (8) abolish tenure for all new hires; (9) facilitate and improve the transfer of state-of-the-art technical knowledge to business and industry; and (10) connect community colleges regionally and statewide through interactive video and data networks. (AS)

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ED 430 655

RECOMMENDATIONS OF THE CHANCELLOR

TO THE

ALABAMA STATE BOARD OF EDUCATION

FOR

IMPLEMENTATION OF THE REPORT OF THE TASK FORCE FOR EFFECTIVENESS PLANNING IN POSTSECONDARY EDUCATION

U.S. DEPARTMENT OF EDUCATION
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Recommendations Adopted by the Alabama State Board of Education May 27, 1999

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IN MEMORIAM

The Alabama State Board of Education, the Alabama Department of Postsecondary Education, the Institutions of The Alabama College System, and the Task Force for Effectiveness Planning in Postsecondary Education would like to recognize and express their deep appreciation for the work of George Autry of MDC and for his insight and expertise. Without his invaluable contributions, this document would not have been possible.

George Autry was a Southerner who told us about the South and about ourselves. We listened. We learned. We understood. Thanks, George.

Recommendation 1 of the Task Force

The State Board of Education develop and execute a plan whereby every postsecondary two-year institution will become either a comprehensive community college or a branch of such a college, or closed if unable to attain that status.

Chancellor's Recommendation 1 - It is recommended that:

1.1 The State Board of Education continue to use the following philosophical and practical bases for mergers of Alabama College System institutions: (1) whether or not merger enhances access to quality instructional programs, services, and activities; (2) whether or not merger allows for redistribution of resources away from duplicative administrative functions and into teaching and learning programs of the institutions; (3) whether or not merger allows for an economy of scale so as to enhance efficacy of operation of college; (4) whether or not merger enhances civic, social, and cultural environments of communities involved.
(Adopted by the State Board of Education on May 27, 1999)

1.2 The Chancellor continue to recommend to the State Board of Education appropriate mergers of Alabama College System institutions with appropriate time tables after consideration of all relevant factors and circumstances.
(Adopted by the State Board of Education on May 27, 1999)

1.3 Alabama College System institutions continue to pursue appropriate programmatic accreditation and that all Alabama College System institutions pursue institutional accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools.
(Adopted by the State Board of Education on May 27, 1999)

1.4 Alabama College System institutions establish an Adult Education and Skills Training Division at each college to offer adult education and family literacy courses and to offer skills training services and courses currently handled by the Alabama Skills Centers.
(Adopted by the State Board of Education on May 27, 1999)

Rationale

There are some mergers and consolidations that should be considered by the State Board of Education. However, the circumstances, communities, and various other factors involved in a merger make each one unique.

Implementation

The State Board of Education has many proven successes with mergers and is very well versed in their nuances. There are other mergers which should be undertaken, and they will be presented at the appropriate time. The steps currently followed by the State Board of Education in merging institutions are set forth in Exhibit 2.

Considerations

The following are additional issues to be contemplated prior to implementation of the above Chancellor's Recommendation.

- **Fiscal**
  - Decision must be made regarding the receipt of Title III-B funds and institutional designation as an Historically Black College or University (HBCU). Additional resources, personnel, and facilities will be needed to pursue accreditation by some technical colleges.
  - Individual program accreditations involve additional expenses due to requirements of various accreditation agencies.

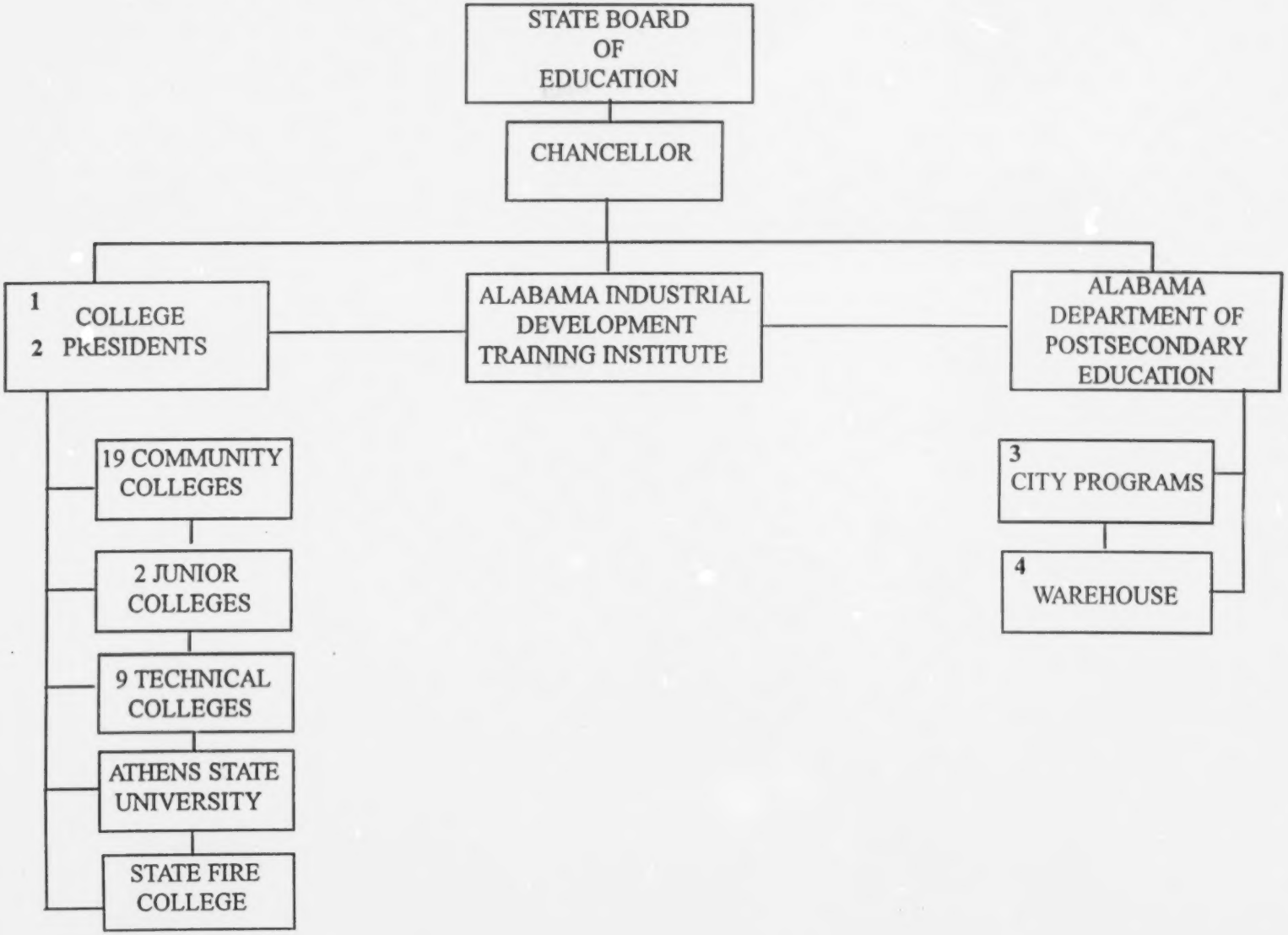
Legal

- Mergers of some institutions will be affected by Title VI litigation regarding desegregation of higher education institutions in the State of Alabama.

- **Program**

  - In pursuit of Commission on Colleges (COC) accreditation, technical colleges would need to expand academic support offerings and expand learning resources to meet the general education requirements for degree awards, and to meet COC faculty credentialing standards.

THE ALABAMA COLLEGE SYSTEM
ORGANIZATIONAL CHART



Recommendation 1- Exhibit 1 - Page 1

1. **SKILLS TRAINING - As of July 1, 2000, the *Job Training Partnership Act* (JTPA) will no longer exist. The organization of workforce training through one-stop career centers is now Title I of the *Workforce Investment Act* of 1998. The new Act makes two-year colleges instrumental in providing workforce training to all citizens. Since Alabama's public, two-year colleges are the premier deliverer of workforce training, it logically falls to the two-year colleges to carry out the job skills training heretofore provided by the Alabama Skills Centers. Since Skills Training Divisions in each college would be primarily concerned with providing non-credit training to those who have not graduated from high school, this would provide a strategic vehicle for dealing with many high school students who will be unable to pass the high school graduation examination by integrating them into the workforce. There are currently approximately 280 full-time employees and approximately 15 part-time employees in the Skills Center System. See attached draft of a function chart for an Adult Education and Skills Training Division.**

2. **ADULT EDUCATION AND FAMILY LITERACY - As of July 1, 2000, the *Adult Education Act* will no longer exist. Adult education is now the focus of Title II of the *Workforce Investment Act* of 1998. The new Act sets forth the purpose of the *Adult Education and Family Literacy Act* as the creation of a partnership among the federal government, the states, and localities for the provision of adult education and literacy services. At each college, this function would be located in an Adult Education and Skills Training Division, as set forth in the attached draft of a function chart.**

3. **C.I.T.Y. PROGRAMS - Community Intensive Treatment for Youth Programs are comprehensive youth day treatment programs located in nine counties throughout the state. They serve troubled youths and are the last stop for those youths before jail. The program components include: Assessment; Success Plan (treatment plan); Academic Remediation/GED Training; Family Counseling; Individual Counseling; Group Counseling; Behavior Change; Services Through Linkages; Physical Education/Recreation; Motivational System; Monthly Evaluation and Review of Progress; and Transitional Follow-Up. An effective alternative to incarceration for many juvenile offenders who have not graduated from high school, the programs reduce crime and cut costs to taxpayers. There are currently approximately 90 full- and part-time employees in the C.I.T.Y. Programs. The programs are funded through the Alabama Department of Youth Services.**

4. **WAREHOUSE - The Skills Center Warehouse is a repository of equipment and furniture from various skills training classes statewide. When the classes are closed, the equipment and furniture are sent to the central warehouse for inventory and storage. It can then be checked out and assigned to a location in need of the equipment. Inherent in the functioning of the warehouse is the ability to pick up and deliver needed equipment and furniture. The Department of Postsecondary Education could redistribute the equipment and furniture to colleges conducting various skills training programs. This could open new horizons for shared programs in The Alabama College System.**

The Division would report to appropriate Dean at each institution.

Individuals employed in the Division would earn tenure on the same basis as other college employees and would be paid on a separate Adult Education and Skills Training Division Salary Schedule.

All classes offered through the Division would be non-credit.

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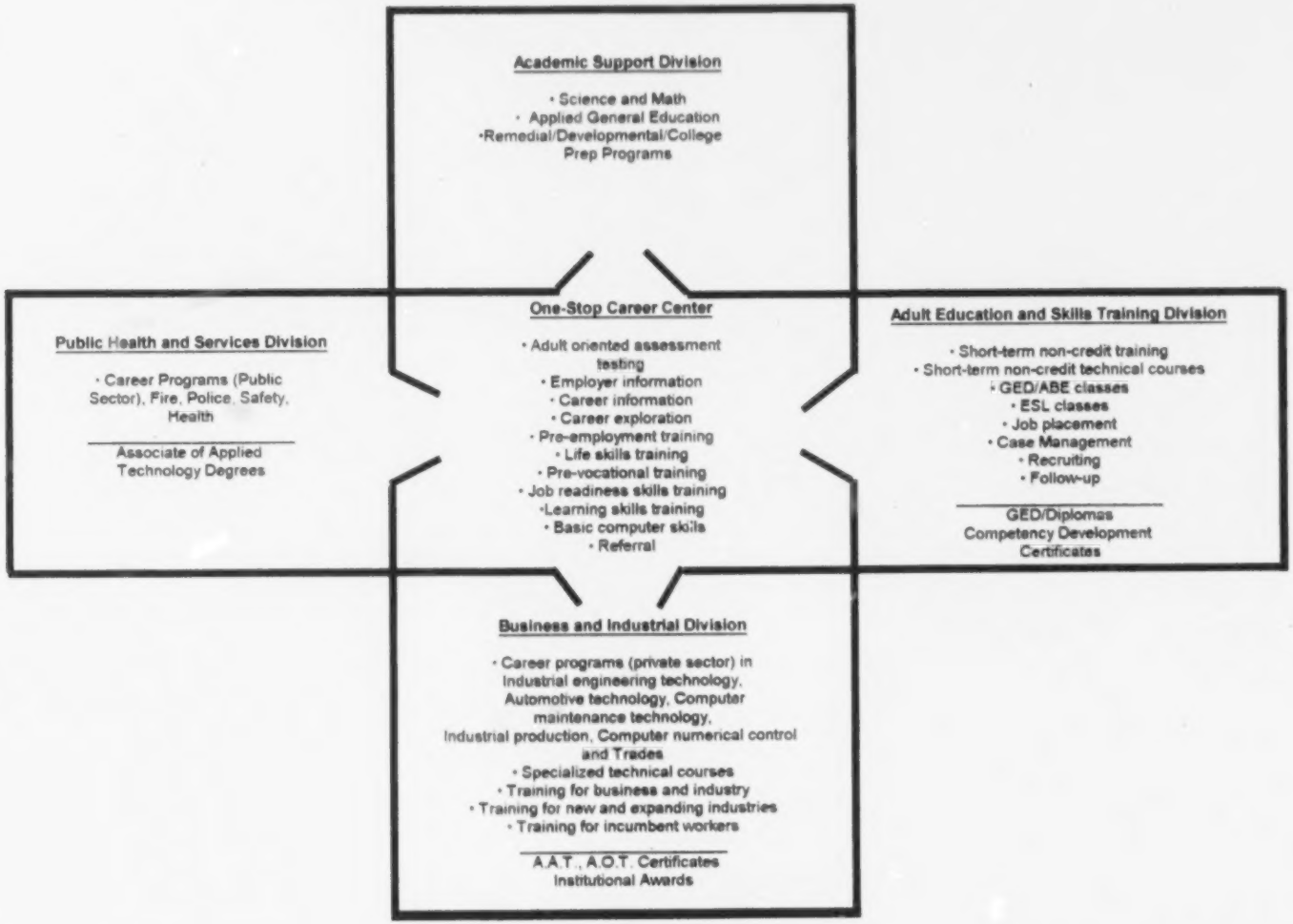
COMPREHENSIVE COMMUNITY COLLEGE

University Division
• Liberal Arts
• Science and Math
•Applied General Education
•Remedial/Developmental/College Prep Programs
A.A. & A.S. Degrees
Public Health and Services Division
• Career Programs (Public Sector), Government, Fire, Police, Safety, Health
A.S. & Associate of Applied Science Degrees
One-Stop Career Center
• Adult oriented assessment testing
• Employer information
• Career information
• Career exploration
• Pre-employment training
• Life skills training
• Pre-vocational training
• Job readiness skills training
• Learning skills training
• Basic computer skills
• Referral
Adult Education and Skills Training Division
• Short-term non-credit training
• Short-term non-credit technical courses
• GED/ABE classes
• ESL classes
• Job placement
• Case Management
• Recruiting
• Follow-up
GED/Diplomas
Competency Development
Certificates
Business and Industrial Division
• Career programs (private sector) in Business, Finance, Insurance, Banking, Engineering and Trades
• Specialized technical courses
• Training for business and industry
• Training for new and expanding industries
• Training for incumbent workers
A.S., A.A.S., A.O.T. Certificates
Institutional Awards

COMPREHENSIVE TECHNICAL COLLEGE


Academic Support Division
• Science and Math
• Applied General Education
•Remedial/Developmental/College Prep Programs
Public Health and Services Division
• Career Programs (Public Sector), Fire, Police, Safety, Health
Associate of Applied Technology Degrees
One-Stop Career Center
• Adult oriented assessment testing
• Employer information
• Career information
• Career exploration
• Pre-employment training
• Life skills training
• Pre-vocational training
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• Specialized technical courses
• Training for business and industry
• Training for new and expanding industries
• Training for incumbent workers
A.A.T., A.O.T. Certificates
Institutional Awards

SEQUENTIAL PROCEDURE FOR THE MERGER OR CONSOLIDATION OF TWO-YEAR COLLEGES

Institution:_____

Action	Responsible Party	Completed
Notification to COC that planning for merger or consolidation has begun	DPE/Institutions	
Notification to ACHE that planning for merger or consolidation has begun	DPE	
Development of Statement of Intent to Merge	DPE/Institutions	
Report Statement of Intent to Merge to SBE	DPE	
Submission of Statement of Intent to Merge to ACHE for formal approval	DPE/ACHE	
Submission of Statement of Intent to Merge to SBE for formal approval	DPE/SBE	
Submission of Statement of Intent to Merge as approved by SBE to COC	DPE/Institutions	
Notification to COC of pending substantive change and request for Prospectus for Substantive Change	DPE/Institutions	
Completion of Prospectus for Substantive Change	DPE/Institutions	
Submission of Prospectus for Substantive Change to COC	Institutions	
Report Prospectus for Substantive Change to SBE	DPE	
Planning for administrative consolidation proceeds	DPE/Institutions	
COC Substantive Change Committee visits	COC/Institutions	
COC approves substantive change	COC/Institutions	
Request for Approval of Administrative Consolidation developed	DPE/Institutions	
Request for Approval of Administrative Consolidation reported to SBE	DPE	
Request for Approval of Administrative Consolidation submitted to ACHE for formal approval	DPE/ACHE	
Request for Approval of Administrative Consolidation submitted to SBE for formal approval	DPE/SBE	
Planning for programmatic consolidation proceeds	DPE/Institutions	
Request for Approval of Programmatic Consolidation developed	DPE/Institutions	
Request for Approval of Programmatic Consolidation reported to SBE	DPE	
Request for Approval of Programmatic Consolidation submitted to ACHE for formal approval	DPE/ACHE	
Request for Approval of Programmatic Consolidation submitted to SBE for formal approval	DPE/SBE	
First Year Progress Report submitted to SBE	Institutions	
Second Year Progress Report submitted to SBE	Institutions	
Third Year Progress Report submitted to SBE	Institutions	
Merger/Consolidation completed	SBE	

Recommendation 2 of the Task Force

The State Board of Education organize community colleges under eight community college regions. This decentralization is designed to enhance the cost effectiveness, capacity, flexibility, and responsiveness of the system in providing workforce and technical training, academic transfer, prison education, and adult literacy instruction.

Eight regions are recommended as the optimal number to promote collaboration among the regional institutions and relate college resources to local communities and employers. The division of 30 institutions among the eight regions will create regional cluster of three to five institutions to collaborate on regional workforce and economic development and share instructional staff and technology.

Chancellor's Recommendation 2 - It is recommended that:

2.1 The State Board of Education organize 12 regional advisory councils (as set forth in recommendations 3 and 4). Those regional advisory councils are charged with enhancing flexibility and responsiveness of the two-year colleges in providing workforce training.
(Adopted by the State Board of Education on May 27, 1999)

2.2 The regional advisory councils operate within state planning regions.
(Adopted by the State Board of Education on May 27, 1999)

2.3 The State Board of Education members elected from those districts which include two or more regional advisory councils serve as ex-officio members of all regional advisory councils so situated, and that the regional advisory councils so situated act in concert and hold joint meetings from time to time.
(Adopted by the State Board of Education on May 27, 1999)

Rationale

As Alabama's two-year college system moves to re-engineer itself and to position itself as the chief provider of workforce development and training, the inclusion of representatives of business and industry becomes pivotal. In order to meet adequately the workforce needs of the future, a new paradigm of inclusiveness must be set in place. The establishment of regional advisory councils does provide the foundation upon which future workforce development needs can be met.

The creation of regional advisory councils with the involvement of business and industry will ensure collaborative efforts between those who produce goods and services and those who educate and train craftsmen and technicians. Two-year colleges must be able to respond quickly and effectively to local workforce training needs. Alabama's two-year colleges must provide a vast array of programs and services to employers seeking a skilled workforce and training leading to improved economic development opportunities.

Regional advisory councils are essential to meet the critical task of recommending the levels of training necessary to maintain high-wage, high-skill occupations required in today's economy. Such councils encourage instructional programs to be strengthened in accordance with the specific needs of the region. Because highly trained technical workers do not readily move from position to position, advisory councils can help ensure that each region produces such workers who live nearby and are committed to remaining in the region.

Implementation

The following strategies are designed to assist the State Board of Education in implementing the Chancellor's Recommendation noted above.

- Nominations for regional advisory council membership secured from State Board of Education members. (Fall 1999)
- State Board of Education establishes regional advisory councils and appoints members.
- Chancellor prepares and disseminates directory of regional advisory council membership.
- Chancellor advises colleges of formation of regional advisory councils and directs colleges to conduct orientations.
- State Board of Education members convene and charge regional advisory councils.
- Councils secure labor market information through Alabama Labor Market Information Service and links to America's Job Bank, America's Talent Bank, America's Career Info Net, and America's Learning eXchange.

Considerations

The following are additional issues to be contemplated prior to implementation of the above Chancellor's Recommendation.

- **Fiscal**
  - Support services would be required for each regional advisory council. Such basic services would include college support staff to perform meeting arrangements and to maintain records and files. Other costs would be incurred by colleges for printing, mailing, communications, and advertising of meetings and proceedings of the councils. There would be a facilities expense for council sessions on college campuses. Other possible expenses to be borne by colleges in the region could include costs of market research/data collection. Data sources could be both internal and external.
- **Legal**
  - It is advisable to provide public notice in advance of all meetings of the regional advisory councils. Advertisement should be placed in a newspaper of general circulation in the area for each regional advisory council meeting approximately one week prior to the meeting. The advertisement should contain information regarding the time, location, and site of the meeting, along with a description of the business to be conducted. It should also contain the name, address, and telephone number of an individual to contact for further information.

- Meetings of the regional advisory councils should be conducted so that they are open and interested parties may attend. They must be accessible to disabled persons.
- There are questions regarding the legal liability of those who will serve on the regional advisory councils. Such matters include: coverage by The Alabama College System insurance policies for general liability and errors and omissions and liability for decisions resulting from recommendations. Should a college close or discontinue an instructional program based on the recommendation of a regional advisory council, it is not unlikely that those employees who are adversely affected would name members of the regional advisory council as defendants in a lawsuit or at the very least as witnesses.

- There must be a repository for the official records of each regional advisory council, and there must be an official custodian of records for each regional advisory council. A regional advisory council may become privy to confidential or sensitive information. Such records or information may be subject to disclosure from public information requests.

- **Legislative**

  - Community colleges should be designated as the presumptive deliverer of workforce training in Alabama. The State Board of Education may so designate them, but in order for the designation to be fully recognized as legal, and in order for such designation to impact the *Workforce Investment Act* structure of the state, action by the governor and the Legislature will be essential.
  - Similarly, the establishment of campus-based one-stop workforce development centers throughout The Alabama College System can be undertaken by the State Board of Education. In order for such designation to impact the *Workforce Investment Act* structure of the state, action by the Governor and the Legislature will be essential.
  - State Board of Education should pursue a legislative initiative to designate regional advisory councils as members of local workforce investment boards in accordance with the *Workforce Investment Act* of 1998.

- **Program**

  - The primary consideration of the regional advisory councils would be to translate to the colleges the future workforce needs for sustaining a competitive labor force for regional businesses and industries. They would advise and assist colleges in identifying potential new programs and closure of existing programs that have become obsolete. The council members should be public advocates for securing needed funds to support the development of effective programs that will assist in economic development at the colleges within each region. This fundamental reform of designing career/technical curricula for rapid response training for new and existing businesses and industries will require constant attention to training and retraining of college instructors.

- **Other**

  - In several areas, the regional advisory councils will need to act in concert and, therefore, the State Board of Education members elected from those areas will need to serve as *ex-officio* members of more than one regional advisory council. The regional advisory councils may need to hold joint meetings from time to time.

Recommendation 3 of the Task Force

The State Board of Education establish regional workforce development boards to provide for regional planning and oversight of community college technical training resources and to create a direct link with local workforce and economic development requirements. Regional boards would report to the State Board of Education. A majority of the members on each regional board should represent large and small employers in the region. A State Board of Education member should serve on each regional board. In recognition of its senior college status and differing purposes, it is also recommended that Athens State University be granted autonomy.

Each regional community college board would have staff to assist it in carrying out its responsibilities. The Chancellor should develop a plan, to be approved by the State Board of Education, for the Department of Postsecondary Education to provide staff for both state and regional offices.

A regional board will ensure that program offerings and curricula are tailored to the needs of its region's economy.

Regional boards will recommend to the State Board which institutions should be accredited as comprehensive community colleges, which should become branch campuses, and which, if any, should be closed based on the education, workforce, and economic development needs of a region.

Chancellor's Recommendation 3 - It is recommended that:

3.1 The 12 regional advisory councils established by the State Board of Education (and referenced in Recommendations 2 and 4) serve in an advisory capacity to provide advice and assistance to Alabama College System institutions on workforce training needs for the regions.
(Adopted by the State Board of Education on May 27, 1999)

3.2 The State Board of Education request that the Governor designate the regional advisory councils as members of local workforce investment boards.
(Adopted by the State Board of Education on May 27, 1999)

3.3 Athens State University develop baccalaureate programs in Applied Science and Applied Technology, articulated with the Associate in Applied Science and Applied Technology degrees offered at Alabama College System institutions.
(Adopted by the State Board of Education on May 27, 1999)

3.4 Athens State University develop a bachelor's degree to be delivered via distance learning.
(Adopted by the State Board of Education on May 27, 1999)

Rationale

As Alabama's two-year college system moves to re-engineer itself and to position itself as the chief provider of workforce development and training, the inclusion of representatives of business and industry becomes pivotal. In order to meet adequately the workforce needs of the future, a new paradigm of inclusiveness must be set in place. The establishment of regional advisory councils does provide the foundation upon which future workforce development needs can be met.

The creation of regional advisory councils with the involvement of business and industry will ensure collaborative efforts between those who produce goods and services and those who educate and train craftsmen and technicians.

Regional advisory councils are essential to meet the critical task of recommending the levels of training necessary to maintain high-wage, high-skill occupations required in today's economy. Such councils encourage instructional programs to be strengthened in accordance with the specific needs of the region. Because highly trained technical workers do not readily move from position to position, advisory councils can help ensure that each region produces such workers who live nearby and are committed to remaining in the region.

Athens State University is a vital resource for The Alabama College System. It is the only institution in the System to offer baccalaureate degrees, and it is that unique capability which we can use to assist our students, our instructors, and business and industry in meeting their professional and educational needs and in addressing workforce training needs. Through Athens State University, The Alabama College System can respond to the need for ever-increasing levels of training by developing a Bachelor of Applied Science (BAS)/Bachelor of Applied Technology (BAT) cooperative degree program that articulates with the applied science and applied technology associate degrees currently offered by System institutions.

Implementation

The following strategies are designed to assist the State Board of Education in implementing the Chancellor's Recommendation noted above.

- Nominations for regional advisory council membership secured from State Board of Education members. (Fall 1999)
- State Board of Education establishes regional advisory councils and appoints members.
- Chancellor prepares and disseminates directory of regional advisory council membership.
- Chancellor advises colleges of formation of regional advisory councils and directs colleges to conduct orientations.
- State Board of Education members convene and charge regional advisory councils.
- Councils secure labor market information through Alabama Labor Market Information Service and links to America's Job Bank, America's Talent Bank, America's Career Info Net, and America's Learning eXchange.
- BAS/BAT curriculum be developed for implementation at Athens State University.
- Distance learning mechanism for delivery of bachelor's degree be developed for implementation at Athens State University.

Considerations

The following are additional issues to be contemplated prior to implementation of the above Chancellor's Recommendation.

- **Fiscal**

  - Support services would be required for each regional advisory council. Such basic services would include college support staff to perform meeting arrangements and to maintain records and files. Other costs would be incurred by colleges for printing, mailing, communications, and advertising of meetings and proceedings of the councils. There would be a facilities expense for council sessions on college campuses. Other possible expenses to be borne by colleges in the region could include costs of market research/data collection. Data sources could be both internal and external.
  - Resources, facilities, and additional employees may be required for implementation of BAS/BAT degree and distance learning delivery at Athens State University.

- **Legal**

  - It is advisable to provide public notice in advance of all meetings of the regional advisory councils. Advertisement should be placed in a newspaper of general circulation in the area for each regional advisory council meeting approximately one week prior to the meeting. The advertisement should contain information regarding the time, location, and site of the meeting, along with a description of the business to be conducted. It should also contain the name, address, and telephone number of an individual to contact for further information.
  - Meetings of the regional advisory councils should be conducted so that they are open and interested parties may attend. They must be accessible to disabled persons.
  - There are questions regarding the legal liability of those who will serve on the regional advisory councils. Such matters include: coverage by The Alabama College System insurance policies for general liability and errors and omissions and liability for decisions resulting from recommendations. Should a college close or discontinue an instructional program based on the recommendation of a regional advisory council, it is not unlikely that those employees who are adversely affected would name members of the regional advisory council as defendants in a lawsuit or at the very least as witnesses.
  - There must be a repository for the official records of each regional advisory council, and there must be an official custodian of records for each regional advisory council. A regional advisory council may become privy to confidential or sensitive information. Such records or information may be subject to disclosure from public information requests.

- **Legislative**

  - Community colleges should be designated at the presumptive deliverer of workforce training in Alabama. The State Board of Education may so designate them, but in order for the designation to be fully recognized as legal, and in order for such designation to impact the *Workforce Investment Act* structure of the state, action by the Governor and the Legislature will be essential.
  - Similarly, the establishment of campus-based one-stop workforce development centers through The Alabama College System can be undertaken by the State Board of Education. In order for such designation to impact the *Workforce Investment Act* structure of the state, action by the Governor and the Legislature will be essential.

- **Program**

  - The primary consideration of the regional advisory councils would be to translate to the colleges the future workforce needs for sustaining a competitive labor force for regional businesses and industries. They would advise and assist colleges in identifying potential new programs and closure of existing programs that have become obsolete. The council members should be public advocates for securing needed funds to support the development of effective programs that will assist in economic development at the colleges within each region. This fundamental reform of designing career/technical curricula for rapid response training for new and existing businesses and industries will require constant attention to training and retraining of college instructors.
  - Appropriate procedures for program approval for BAS/BAT degree should be undertaken.
  - Appropriate substantive change procedures must be implemented for distance delivery of instruction.

Recommendation 4 of the Task Force

The State Board of Education work with regional boards to ensure that workforce training is focused on statewide priorities and at the same time is responsive to local employer needs.

Technical education that leads to high-wage employment will be the major focal point of community college workforce training.

Community colleges are designated as the presumptive deliverer of workforce training. The State Board of Education should establish a system of regional, campus-based one-stop workforce development centers to coordinate the delivery of state workforce development resources. The State Board of Education would contract to locate an employment service office on each community college campus.

The State Board of Education should contract with the Alabama Labor Market Information Service to provide occupational demand data to ensure that curricula and programs constantly relate to state economic development policies and local labor markets.

Chancellor's Recommendation 4 - It is recommended that:

4.1 The State Board of Education establish 12 regional advisory councils on workforce training to:

- Act as members of local workforce investment boards, if so designated;
- Assess local employment needs;
- Assist in implementing statewide training priorities;
- Advise colleges in the region to ensure that program offerings and curricula meet the needs of the region's economy; and
- Provide appropriate reports as noted in Recommendation 7.

(Adopted by the State Board of Education on May 27, 1999)

4.2 Each regional advisory council be composed of 7-11 members appointed by the State Board of Education. At least 75 percent of the members shall be representatives of business and industry. A chair shall be elected by members of each regional advisory council. Each State Board of Education member serves as an *ex-officio* member of the appropriate regional advisory councils and may serve as chair. Other ex-officio members may be designated as determined by the membership. For initial appointments, one-third of the members shall serve one-year terms; one-third of the members shall serve two-year terms; and one-third of the members shall serve three-year terms. Thereafter, each member shall serve a three-year term. Members may be reappointed by the State Board of Education for an additional term.

(Adopted by the State Board of Education on May 27, 1999)

4.3 Regions be those established pursuant to Recommendation 2.

(Adopted by the State Board of Education on May 27, 1999)

4.4 Regional advisory councils meet at least quarterly. Each regional advisory council will establish its own operating procedures. Members will serve without compensation. Regional advisory councils must report to the Chancellor at least quarterly by furnishing a copy of the minutes. The Chancellor will make periodic reports to the State Board of Education, along with appropriate recommendations.

(Adopted by the State Board of Education on May 27, 1999)

4.5 Regional advisory councils operate with assistance provided by colleges in each region as requested by the Chair in consultation with college presidents.

(Adopted by the State Board of Education on May 27, 1999)

Rationale

As Alabama's two-year college system moves to re-engineer itself and to position itself as the chief provider of workforce development and training, the inclusion of representatives of business and industry becomes pivotal. In order to meet adequately the workforce needs of the future, a new paradigm of inclusiveness must be set in place. The establishment of regional advisory councils does provide the foundation upon which future workforce development needs can be met.

The creation of regional advisory councils with the involvement of business and industry will ensure collaborative efforts between those who produce goods and services and those who educate and train craftsmen and technicians. Two-year colleges must be able to respond quickly and effectively to local workforce training needs. Alabama's two-year colleges must provide a vast array of programs and services to employers seeking a skilled workforce and training leading to improved economic development opportunities.

Regional advisory councils are essential to meet the critical task of recommending the levels of training necessary to maintain high-wage, high-skill occupations required in today's economy. Such councils encourage instructional programs to be strengthened in accordance with the specific needs of the region. Because highly trained technical workers do not readily move from position to position, advisory councils can help ensure that each region produces such workers who live nearby and are committed to remaining in the region.

Implementation

The following strategies are designed to assist the State Board of Education in implementing the Chancellor's Recommendation noted above.

- Nominations for regional advisory council membership secured from State Board of Education members. (Fall 1999)
- State Board of Education establishes regional advisory councils and appoints members.
- Chancellor prepares and disseminates directory of regional advisory council membership.
- Chancellor advises colleges of formation of regional advisory councils and directs colleges to conduct orientations.
- State Board of Education members convene and charge regional advisory councils.
- Councils secure labor market information through Alabama Labor Market Information Service and links to America's Job Bank, America's Talent Bank, America's Career Info Net, and America's Learning eXchange.

Considerations

The following are additional issues to be contemplated prior to implementation of the above Chancellor's Recommendation.

- **Fiscal**

  - Support services would be required for each regional advisory council. Such basic services would include college support staff to perform meeting arrangements and to maintain records and files. Other costs would be incurred by colleges for printing, mailing, communications, and advertising of meetings and proceedings of the councils. There would be a facilities expense for council sessions on college campuses. Other possible expenses to be borne by colleges in the region could include costs of market research/data collection. Data sources could be both internal and external.

- **Legal**

  - It is advisable to provide public notice in advance of all meetings of the regional advisory councils. Advertisement should be placed in a newspaper of general circulation in the area for each regional advisory council meeting approximately one week prior to the meeting. The advertisement should contain information regarding the time, location, and site of the meeting, along with a description of the business to be conducted. It should also contain the name, address, and telephone number of an individual to contact for further information.
  - Meetings of the regional advisory councils should be conducted so that they are open and interested parties may attend. They must be accessible to disabled persons.
  - There are questions regarding the legal liability of those who will serve on the regional advisory councils. Such matters include: coverage by The Alabama College System insurance policies for general liability and errors and omissions and liability for decisions resulting from recommendations. Should a college close or discontinue an instructional program based on the recommendation of a regional advisory council, it is not unlikely that those employees who are adversely affected would name members of the regional advisory council as defendants in a lawsuit or at the very least as witnesses.
  - There must be a repository for the official records of each regional advisory council, and there must be an official custodian of records for each regional advisory council. A regional advisory council may become privy to confidential or sensitive information. Such records or information may be subject to disclosure from public information requests.

- **Legislative**

  - Community colleges should be designated at the presumptive deliverer of workforce training in Alabama. The State Board of Education may so designate them, but in order for the designation to be fully recognized as legal, and in order for such designation to impact the *Workforce Investment Act* structure of the state, action by the Governor and the Legislature will be essential.
  - Similarly, the establishment of campus-based one-stop workforce development centers through The Alabama College System can be undertaken by the State Board of Education. In order for such designation to impact the *Workforce Investment Act* structure of the state, action by the Governor and the Legislature will be essential.

- **Other**

  - The Governor should be requested to issue an Executive Order, designating Alabama's two-year colleges as the presumptive deliverer of workforce training under the *Workforce Investment Act* and to ensure that the two-year colleges serve in a collaborative and cooperative capacity with other state agencies in the implementation of the *Act*. Since Adult Education is now Title II of the *Workforce Investment Act*, the Executive Order should clarify the principal role of Alabama's two-year colleges in administering adult education.

Recommendation 5 of the Task Force

The Alabama Community College System be governed by the State Board of Education, and dual oversight by the Alabama Commission on Higher Education be removed in order to assure the primacy of the workforce mission and its flexibility as well as to eliminate barriers to accreditation.

Chancellor's Recommendation 5 - It is recommended that:

5.1 The State Board of Education take appropriate action to end dual oversight of The Alabama College System. The State Board of Education must maintain its position as the sole governing board for its institutions.
(Adopted by the State Board of Education on May 27, 1999)

Rationale

Effective institutional management requires that institutions be controlled by a single governing board. State laws give overlapping authority to the Alabama Commission on Higher Education and the State Board of Education. Dual oversight must not restrict the flexibility and responsiveness with which two-year colleges can respond to the needs of business and industry in their regions.

Implementation

The following strategies are designed to assist the State Board of Education in implementing the Chancellor's Recommendation noted above.

- State Board of Education and ACHE sub-committees continue to meet to work out a compromise regarding the overlapping authority and conflicting statutes relative to the two-year college system. State Board of Education and ACHE adopt policy changes to reflect compromise recommended by sub-committees.
- State Board of Education and ACHE draft and introduce the compromise as legislation to clarify respective roles with regard to the two-year college system.

Considerations

The following are additional issues to be contemplated prior to implementation of the above Chancellor's Recommendation.

- **Legal**
  - While State Board of Education and ACHE may reach a compromise in this dispute, policy changes alone will not resolve the matter. Statutory changes must be accomplished to avoid future problems.

- **Legislative**

  - Legislation should be developed to resolve conflicting statutory authority of the State Board of Education and ACHE.

- **Program**

  - State Board of Education policy changes cannot result in the violation by Alabama College System institutions of accreditation criteria.

Recommendation 6 of the Task Force

A competent plan for organizing, delivering, and assessing the quality of literacy training be established and executed by the State Board of Education. The emphasis of such training shall be on acquiring the academic skills essential to employment, to skill training for employment, or academic skills needed for higher education. To accomplish this, community colleges should provide adult basic education, literacy instruction, and remediation whether at the workplace, on the college campus, on the university campus for university students, or in a local school or library or community center.

Chancellor's Recommendation 6 - It is recommended that:

6.1 Alabama College System institutions provide adult basic education, literacy instruction, and developmental instruction as a major component of regional workforce development training. Such activities should be offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills and should be coordinated with local workforce investment boards and with the appropriate regional advisory councils.
(Adopted by the State Board of Education on May 27, 1999)

Rationale

As of July 1, 2000, the *Adult Education Act* will no longer exist. Adult education is now the focus of Title II of the *Workforce Investment Act* of 1998. The new Act sets forth the purpose of the *Adult Education and Family Literacy Act* as the creation of a partnership among the federal government, the states, and localities for the provision of adult education and literacy services.

With the establishment of an adult education and skills training division in each Alabama College System institution, the offering of GED and ABE classes can be an inherent part of workforce training. The emphasis of such classes and training should be on acquiring the academic skills essential to employment and to skill training for employment.

Implementation

The following strategies are designed to assist the State Board of Education in implementing the Chancellor's Recommendation noted above.

- Institutions continue operation of ABE and GED programs and integrate them with skills training programs.

Considerations

The following are additional issues to be contemplated prior to implementation of the above Chancellor's Recommendation.

- **Legal**

  - Untenured ABE employees at Alabama College System institutions will be paid on a separate compensation schedule than other employees. Currently, the State Department of Education allocates funds based on a separate compensation schedule. Decisions will need to be made regarding the granting of benefits, including holidays and leave, to ABE employees at Alabama College System institutions.

Recommendation 7 of the Task Force

The State Board of Education, in consultation with regional board, establish and oversee workforce development programs. Budget formulae should be designed to respond to state and regional workforce and economic development needs and to ensure the college system has state-of-the-art equipment, technology, and faculty development and training. A workforce development budget should be prepared in addition to a budget for academic transfer programs.

a. The State Board of Education should approve a workforce development budget request each year based on the recommendations of regional workforce development boards.

b. The workforce budget would cover all technical, occupational, adult basic education, and GED programs offered by community colleges. Institutions will receive workforce development funding that reflects program size and the cost differences involved in delivering each of these four types of programs.

c. A workforce development incentive fund should be created to encourage completions in fields that are determined by occupational forecasting to be in high demand and produce high-wage jobs. Institutions should earn incentive funds based on training completions, training-related job placement, and job retention in high-demand, high-wage occupational fields. Incentive funds should be used to make investments that permit the delivery of high-quality education and training programs in such fields.

Chancellor's Recommendation 7 - It is recommended that:

7.1 The State Board of Education request of the Governor that the regions represented by the regional advisory councils established by the State Board of Education serve as the local Workforce Investment Areas of the state, and the councils implement the goals, objectives, and the comprehensive plans for workforce development formulated by the state workforce investment board; and Board members assist the chief local elected officials within their regions, consistent with the requirements of the *Workforce Investment Act* of 1998.
(Adopted by the State Board of Education on May 27, 1999)

7.2 The State Board of Education request of the Governor that the regional advisory councils serve on the local workforce investment boards within their regions, actively engaged in strategic workforce investment planning, in coordinating the workforce investment activities carried out in their regions, and in designating one-stop service centers, consistent with the *Workforce Investment Act* of 1998.
(Adopted by the State Board of Education on May 27, 1999)

7.3 The regional advisory councils submit to the Chancellor in their quarterly reports (as specified in Recommendation 4) resource needs of the region as they relate to the specific workforce and economic development needs of the region, with particular emphasis on high-skill, high-wage occupations, and attendant cost estimates.
(Adopted by the State Board of Education on May 27, 1999)

7.4 The regional advisory councils submit to the Chancellor in their quarterly reports (as specified in Recommendation 4) the services and activities of the council, including those relating to adult basic education and GED programs offered through community colleges within their regions, with particular emphasis on their contribution to workforce development in the region.
(Adopted by the State Board of Education on May 27, 1999)

7.5 A workforce development incentive fund be established for the purpose of assisting institutions of postsecondary education in acquiring technology and personnel training in order to encourage completions in programs providing workforce development in high-skill, high-wage occupations.
(Adopted by the State Board of Education on May 27, 1999)

Rationale

The *Workforce Investment Act* of 1998 revolutionizes the provision of workforce training through the creation of a statewide one-stop deliver system for workforce training. This consists of a network of workforce training service providers acting cooperatively with entities in each region of the state designated for purposes of the Act as official one-stop training centers. It is built on the premise that postsecondary education and business leaders, together, will identify the state's workforce development needs and formulate a strategic plan for meeting those needs. According to the Act, under the direction of the Governor, the state workforce investment board develops the statewide workforce investment system, identifies local workforce investment areas, develops the state's Five Year Strategic Plan for Workforce Development, monitors the workforce investment system, and develops a unified plan to ensure coordination and non-duplication of workforce development activities, secondary education, and postsecondary education. Utilizing his authority as President of the Alabama State Board of Education, the governor should supervise and monitor the workforce development system by designating the Board's regional advisory council districts as the state's local workforce investment areas. The members of the State Board of Education in each district should assist the chief local elected official in overseeing the operation of the local workforce investment boards on which members of the regional advisory councils should serve. This would permit optimum use of the extensive workforce training network already in effect through the two-year colleges in each region, in which two-year colleges should serve as one-stop centers, tying each to other service providers in every community in each region.

Through their quarterly reports, as specified in Recommendation 4, the regional advisory councils can offer valuable insight into regional needs for equipment and technology, personnel training vital to employment and economic development, and their associated costs. Adult education is now the focus of Title II of the *Workforce Investment Act of 1998*, and one of its major functions has become the provision of literacy to help adults secure employment. Since The Alabama College System is identified by the Task Force as the presumptive deliverer of workforce training, adult education must become one of the key components of the state's two-year colleges. The regional advisory councils can assist in monitoring the success of adult education programs offered through two-year colleges and their impact on workforce training through their quarterly reports, as specified in Recommendation 4.

Since most two-year colleges lack sufficient resources to adequately maintain out-dated facilities and to finance routine rotation of equipment, an infusion of new funds will be necessary to assist institutions in acquiring technology and personnel training to meet the demand for new high-skill, high-wage occupational training. The regional advisory councils can become effective advocates for securing the necessary resources to accomplish this goal.

Implementation

The following strategies are designed to assist the State Board of Education in implementing the Chancellor's Recommendation noted above.

- Orient regional advisory councils to the goals, objectives, and plans of the state workforce investment board.
- Obtain appropriate representation of the Board and its institutions on the state workforce investment board.
- Assist regional advisory councils in establishing appropriate goals, objectives, and plans, pursuant to the requirements of the *Workforce Investment Act* of 1998.
- Chancellor orients regional advisory councils concerning format of quarterly reports pursuant to Recommendations 4 and 7.
- Establish workforce development incentive fund.

Considerations

The following are additional issues to be contemplated prior to implementation of the above Chancellor's Recommendation.

- **Fiscal**
  - The implementation of a workforce development incentive fund will require additional new sources of revenue. Although there is no way to determine at this time the exact cost, it is likely to be substantial.
- **Legal**
  - The implementation of the *Workforce Investment Act* of 1998 is the sole authority of the Governor. The Board has no ability without the Governor's consent to create a system of regional advisory councils to serve on, and be part of, local workforce investment boards specified in the legislation.
- **Legislative**
  - The same considerations specified under Recommendation 4, page 12, apply here. In addition, legislative action will be required to establish the workforce development incentive fund.
- **Other**
  - The same considerations specified under Recommendation 4, page 13, apply here. In addition, the emphasis of the recommendation for equipment and personnel training to prepare programs to produce greater numbers of completers in high-skill, high-wage areas will require a significant infusion of resources at the program level. Also, the more direct involvement of postsecondary institutions in adult education may require assessment and/or reorganization of adult basic education programs at the colleges.
  - Workforce training programs/courses may be offered for credit only if a part of offerings previously approved by the State Board of Education.
  - All enrollees in credit workforce training programs/courses must meet the same admission requirements as those in other credit courses.

Recommendation 8 of the Task Force

The State Board institute contracting and abolish tenure for all new hires under the workforce budget to establish the flexibility required of the community college system to respond to a dynamic economy. Current employees should keep their tenure.

Chancellor's Recommendation 8 - It is recommended that:

8.1 Alabama College System institutions work within existing state law to hire full- and part-time employees to staff local workforce training needs.
(Adopted by the State Board of Education on May 27, 1999)

8.2 Alabama College System institutions avail themselves to the fullest extent possible of the flexibility provided by state law with regard to the hiring of full- and part-time employees to respond quickly and appropriately to local workforce training needs.
(Adopted by the State Board of Education on May 27, 1999)

Rationale

Employees of Alabama College System institutions who work 20 or more hours per week become tenured after three years of employment. While workforce training programs may need some full-time employees to direct those programs, most instructional needs can be met by supplementing current full-time employees with part-time instructors. Appropriate and timely evaluations of those working more than 20 hours per week will result in institutions retaining only those employees who meet local workforce training program requirements.

Implementation

The following strategies are designed to assist the State Board of Education in implementing the Chancellor's Recommendation noted above.

- Institutions meet with regional advisory councils and local workforce investment boards to determine local workforce training needs.
- Institutions assess whether those needs can be met with current employees or whether more employees (full- or part-time) are necessary.
- Institutions solicit applications for positions necessary to meet local workforce training needs.
- Institutions evaluate performance of employees handling local workforce training needs and make appropriate adjustments.

Considerations

The following are additional issues to be contemplated prior to implementation of the above Chancellor's Recommendation.

- **Fiscal**

  - There are likely to be some additional expenses for start-up of workforce training programs.

- **Legal**

  - All employees, whether full- or part-time, must be recruited, hired, supervised, evaluated, disciplined, and terminated in accordance with state law and State Board of Education policies.
  - Contracting of services must be done in accordance with state law and State Board of Education policies.

Recommendation 9 of the Task Force

Alabama build upon its pioneering effort, the Alabama Technology Network, a collaborative of two research universities, the University of Alabama centers in Huntsville and Tuscaloosa and Auburn University, and seven community colleges. The capacity of the Centers for Excellence should be strengthened and expanded to transfer state-of-the-art technical knowledge from research universities nationally and other laboratories to business and industry throughout the state.

Support the partnership concept engendered through ATN and expand its use through faculty professional development, curriculum development, etc.

Chancellor's Recommendation 9 - It is recommended that:

9.1 The regional advisory councils assess the effectiveness of the Alabama Technology Network in delivering workforce training.
(Adopted by the State Board of Education on May 27, 1999)

9.2 Alabama College System Centers for Excellence consult with the regional advisory councils to facilitate and improve the transfer of state-of-the-art technical knowledge to business and industry throughout the state.
(Adopted by the State Board of Education on May 27, 1999)

Rationale

The Alabama College System must prepare students with foundation skills appropriate for current life choices as well as for those they may face in the future. The importance of integrating technology into instruction continues to be a priority as the result of: (1) globalization and the impact of telecommunications on the economy; (2) changes in society and the demographics of student populations; (3) increasing sophistication of the technology; and (4) downsizing and re-engineering within the workforce. Postsecondary education has a role in preparing students and society to adapt to current and emerging environments.

Technology provides direct access to information, shifting the role of students and faculty to one of collaborative learning. The faculty will assist students in assuming a greater individual responsibility for achieving mastery and understanding. Modes of instructional delivery must adapt to meeting the needs of learners. The utilization of technological assistance to deliver quality instruction will enable institutions to provide greater educational access and effective instruction.

Implementation

The following strategies are designed to assist the State Board of Education in implementing the Chancellor's Recommendation noted above.

- Each college be connected to the network by the year 2003.

- Alabama College System Centers for Excellence develop a collaborative partnership with business and industry that encourages resource strengthening; increasing access to technology as a means of preparing institutions to adapt to current and emerging business and industry environments; and providing comprehensive training, education, and technical assistance to business and industry within the state.
- Adopt The Alabama College System Blueprint for Technology Plan.

Considerations

The following are additional issues to be contemplated prior to implementation of the above Chancellor's Recommendation.

- **Fiscal**
  - Technology innovations come at a significant price, and the state must be committed to funding these initiatives if Alabama is to remain competitive.
  - There will be costs for equipment, annual service, personnel, maintenance and operation.
- **Legislative**
  - The State Board of Education will need to seek legislative action to secure needed state funds to implement The Alabama College System expansion of the ATN.
- **Program**
  - Each Alabama College System institution will become technologically competent through the student, instructional, and administrative initiatives established by the Blueprint for Technology Plan. Via the establishment of system-wide funding initiatives, competencies will be achieved, and technological parity will exist throughout the System.

Recommendation 10 of the Task Force

The State Board of Education ensure the development and execution of a plan that will connect the community colleges in each community college region to one another and to a statewide network of educational institutions through interactive video and data networks to reduce course duplication and costs while expanding access to high-quality programs. As a part of this plan, a distance learning and faculty network would be established to enable colleges to share courses and faculty and offer specialized instruction across institutions, including technical programs that would otherwise be too expensive for individual colleges to offer due to low student volume.

Support statewide network for linking all two-year colleges with each other and with high schools. This will engender cost savings and curriculum enrichment.

Chancellor's Recommendation 10 - It is recommended that:

10.1 Each college in the System develop and implement a technology plan that meets the instructional goals for the System.
(Adopted by the State Board of Education on May 27, 1999)

10.2 A mechanism be provided whereby each institution within the System achieves acceptable levels of technology.
(Adopted by the State Board of Education on May 27, 1999)

10.3 The Alabama College System develop a technological infrastructure at and between institutions to equip them to increase quality service, augment productivity, enhance managerial efficiency, and become premier institutions for the application of technology to learning and learners.
(Adopted by the State Board of Education on May 27, 1999)

Rationale

The Alabama College System must prepare students with foundational skills appropriately for current and life choices as well as for those they may face in the future. The importance of integrating technology into instruction continues to be a priority as the result of: (1) globalization and the impact of telecommunications on the economy; (2) changes in society and the demographics of student populations; (3) increasing sophistication of the technology; and (4) downsizing and re-engineering within the workforce. Higher education has a role in preparing students and society to adapt to current and emerging environments.

A well-defined technological infrastructure will allow institutions to develop technological linkages within the System; develop and implement technology-based instructional delivery systems; develop academic and technical criteria for the offering of courses and programs through distance learning among Alabama College System institutions; develop a mechanism for sharing technology-based education among institutions to increase efficiency and enhance access for students.

Technology provides direct access to information, shifting the role of students and faculty to one of collaborative learning. The faculty will assist students in assuming a greater individual responsibility for achieving mastery and understanding. Modes of instructional delivery must adapt to meeting the needs of learners. The utilization of technological assistance to deliver quality instruction will enable institutions to provide greater educational access and effective instruction.

Higher education is in transition and will remain so with the continual expansion of technology and the demands of the workforce. Continual change demands that higher education prepare its students and the society to adapt to whatever the future holds. Familiarity with technologies is an imperative for higher education. The Alabama College System will establish a blueprint for technology competencies through this technology plan. These minimum technology competencies will be achieved in the student, instructional, and administrative components of each Alabama College System institution. Via the establishment of system-wide funding initiatives, competencies will be achieved, and technological parity will exist throughout the System.

Implementation

The following strategies are designed to assist the State Board of Education in implementing the Chancellor's Recommendation noted above.

- Adopt The Alabama College System Blueprint for Technology Plan.
- Designate and establish regional (geographically distributed) professional development sites for faculty to promote the Master Teacher initiative utilizing technological innovations.
- Charge all Alabama College System Institutions with integrating technology into all aspects of the curriculum.
- Ensure that all student computer labs are equipped with Pentium or higher model desktop computers, upgraded on a regular basis.

Considerations

The following are additional issues to be contemplated prior to implementation of the above Chancellor's Recommendation.

- **Fiscal**

  - The Alabama College System Blueprint for Technology Plan must be supported by system-wide funding and policy and procedure initiatives. In order for The Alabama College System to integrate technology productivity tools into the curriculum, a minimal level of funding must be authorized by the state. Technology innovations come at a significant price, and the state must be committed to funding these initiatives if Alabama is to remain competitive.

- **Instructional**

  - Professional training for institution personnel at teletraining institutes, intra system collaboration for peer training, utilization of demonstration institutions for expertise and training, development of courses for technology delivery, establishment of smart-classrooms and technology labs, assurance of adequate hardware and software for student use in laboratory/classroom setting, and development of computer-aided instructional delivery.

- **Student**

  - Web page linkages to varied institutional services, on-line catalog and course schedules to allow on-line registration and system on-line reporting for data collection.

- **Administrative**

  - Linkage of institution offices and among system institutions, professional development of staff and faculty, and the purchase of institution software and hardware to ensure efficient management.

- **Program**

  - Policy and procedure guidelines on distance education prescribed by accrediting agencies must be followed.